



# SCHOOL LIFE

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## FREE ELECTIVE SYSTEMS DETRIMENTAL.

**Rigorous Simplification is Needed—General Education Should Be Based on a Few Fundamental Things—Studies Which Produce a Finely Educated Man.**

By ANDREW F. WEST, *Dean Graduate School, Princeton University.*

The condition of our education has become confused and in some respects almost chaotic, and the confusion has been increased by the war. The trouble at present is not so much that our standards are wrong as that there are no standards in the proper sense of the term.

I leave out, here, the whole question of our elementary schools, grave as their present situation is. Here our national illiteracy is at its worst, and there is hope now that the public can be roused to demand their improvement.

### Damage to Intellectual and Moral Training.

But take up the secondary education in our schools and the higher education in our colleges. Here the vagaries of free elective systems, or loose arrangements of studies in elastic groups, have badly damaged the intellectual and moral training of students. What is needed is not these loose miscellanies of studies, but rigorous simplification which shall base all general education on the few fundamental things of universal value for the whole subsequent life of the student, whatever his occupation is to be. This is what should be done, can be done and must be done if our schools and colleges are to have high vigor, power, and value for the whole life.

Once admit this and the selection of studies to make the best course becomes comparatively easy. We do not need more studies, nor scattered studies, but more study of the few great essentials.

In my judgment, the studies needed for a general all-around education of the best type in our secondary schools and colleges are the following:

### Studies Relating to Nature and to Mankind.

First, the studies relative to nature; I mean the fundamental, introductory studies. These are mathematics and the elements of physics, chemistry, and biology. All other sciences are combinations or derivatives of these.

Second, the studies relating to collective mankind. Here the foundation study is history, especially our American history and the history of the origins of civilized democracy and justice in Greece and Rome. More, if possible, but this anyway. Then, emerging from history and resting on it, political science and economics so far as needed to reveal the fundamental laws of government and business.

Third, the studies relative to man individually. These are primarily just two, language and literature. This means our own language, English, to be well mastered as an instrument of thought. And for those who want the best mastery of English, it also means, and must mean, the classics, both Greek and Latin, but at least Latin. The fact that a boy can not and will not study Latin does not prove he is another Lin-

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## STATUS OF THE SCHOOL SUPERINTENDENT.

**Superintendent Should Nominate and Assign Educational Employees, Prepare Budget, Approve Building Plans, Determine Subjects of Instruction, Formulate Educational Policies.**

[Extracts from the preliminary report of a committee of the National Education Association appointed at the Cleveland meeting of the department of superintendence.]

The superintendent should stand as representative of the best in modern school administration; he should be a man possessing constructive ideas, plans, visions, and ideals, who desires to keep in closest touch with the conceptions, the criticisms, and the suggestions of the public, the board and the school force, and who in his capacity as leader can secure the co-operation of all these forces, to the end that the educational interests of the community may be best subserved. Such a superintendent will surely profit by the substitution for the present loosely organized and inconsistent mass of opinion concerning the duties appertaining to the superintendent's office of an exact legal definition of the character and the limits of this authority.

### Education is a State Function.

It has become a commonplace, in discussions concerning educational administration, to assume that education is a function of the State and that, therefore, members of boards of education are, in legal sense, State officials rather than municipal officials. The legal correctness of this point of view has been sustained in numerous cases argued before supreme courts of various States in the Union.

On the other hand, the fact that for purposes of administration the local unit in a large majority of cases is identical with the municipal unit has resulted in certain duties and responsibilities being assumed, often with statutory authority, by municipal officials. These duties not infrequently are very intimately associated with the levying of taxes and with the legal expenditure of public moneys for school purposes, and, in some cases, by charter or by statute a municipal officer is given the responsibility of appointing the members of the board of education.

### Controversies Between School and Municipal Authorities.

These facts have resulted in a considerable confusion in the public mind. The contention that education is a State matter, although sustained by numerous decisions, is in practice often questioned, so that almost continual controversy arises as to the exact relationship between school authorities and other municipal authorities. This difficulty is apt to become more serious as the amount of money necessarily demanded for educational purposes increases.

Without vitiating in any way the fundamentally true conception that education is a State and not a local matter, and, as such, must inevitably, in the last analysis, depend upon the consent of the people as expressed either through the constitution or through its legislature, it is desirable that a more clearly stated

theory be formulated which will, on the one hand, recognize the value of local initiative and local responsibility and, on the other hand, recognize the necessity for definitely expressed power on the part of the State to establish educational standards below which no school system can be expected to fall.

#### **Responsibility Must Be Definitely Placed.**

It is obvious that in the development of a plan for securing the best educational results for the State no plan can be tolerated which will not definitely place the responsibility for school efficiency upon the superintendent and the board of education. Part of the problem which presents itself to the committee, then, has to do with the specific division of these powers between these two outstanding centers of responsibility.

A survey of school legislation under which the schools of the country are now operating shows that certain phases of responsibility have been vested sometimes directly with the electorate, in some cases with the civic authorities, and most frequently with the city board of education. Occasionally the responsibility has been placed upon the city superintendent independent of the city board of education, in other cases with the county authority, and, as to many specific things, the State educational organization has been given ultimate authority. The tendency on the part of legislatures is to eliminate just as far as possible municipal civil authority from any control over school affairs. This tendency is wholly desirable, and it is to be hoped that eventually this separation of municipal from educational authority can be made complete.

#### **Minimum Requirements Should Be Specified.**

The authority of the State should be enlisted in the securing of these minimum standards, while the fullest opportunity for the development of types of schools suitable to the particular communities should be given to the superintendent and the board of education. It is fundamentally wise for the State by statutory enactment to specify by law the minimum requirements necessary for filling the office of superintendent, and these qualifications in the interest of efficiency should be raised substantially so that our school systems may be assured of highly trained, competent executives. Legislatures should be urged to enact legislation specifying definitely powers and duties which shall be assumed by the city superintendent. No more certain method of increasing the dignity and efficiency of the office of city superintendent can be adopted.

The question as to the authority which should be exercised by the city superin-

tendent is naturally one concerning which the greatest differences of practice and opinion may be found. In general, as stated above, his powers and duties should be recognized by the local board of control preferably through State legislation, but while such legislation is lacking, through specific statements in the local charter or the rules governing the board of education. As such, he should have the sole responsibility for the nomination of all educational employees under his supervision, and his relations to the board of education as to the appointment of such employees should be similar to that of the President to the Senate in connection with the nomination of Federal judges. While in the great majority of school systems a similar right of nomination should obtain as to all other employees of the board, there are certain cities in the United States where at the present time this particular responsibility may be questionable.

#### **Practically Supreme Authority in Transfers.**

The authority of the superintendent in the transfer of all educational employees within positions of the same rank and salary should be practically supreme. As to the transfer of other employees the same principles which determine the practice as to the appointment of these employees should obtain. The superintendent should have the same authority of initiative with reference to the termination of services of employees as he has in connection with their appointment. The legal questions which may develop in connection with the dismissal of employees make it necessary that such action should be approved by the board of education.

In most cities a fundamental duty of the superintendent of schools is the preparation of the budget. This duty is one which preferably should be assigned by the superintendent, who must justify it before the board of education, which body naturally must accept the final responsibility. The duty of taking the school census and of enforcing the compulsory attendance law is also one which should belong with propriety to the office of superintendent of schools.

#### **Recommend Sites and Approve Plans.**

It should be the duty of the superintendent to recommend to the board of education suitable school sites and to approve all plans for the construction of new buildings or additions to existing buildings. The question of the general management of the maintenance of buildings, including repairs, is another one of the problems concerning which there is at the present time much difference of

opinion. In the majority of systems, especially in the smaller cities, the officials employed for this particular duty should be responsible directly to the superintendent, who should represent them in connection with all matters that need to come before the board of education.

#### **Determine Matters Relating to Curriculum.**

The superintendent should be held responsible for the determination of all subjects having to do with the curricula. On account of the greater familiarity of the superintendent with all that has to do with the routine matters of the school and of the administrative office, he should formulate the rules and regulations which have to do with such routine matters.

Probably the most important single matter that concerns the efficiency of a school system has to do with the determination and formulation of new policies which are established for the purpose of bringing about educational advancement. The superintendent is employed as the person presumably possessing the power to formulate such policies, and one of his duties should be their presentation to the board of education for its consideration and approval. The board of education, as representing the people, must finally accept the responsibility for the adoption of any of these policies, but not for their original formulation.

#### **Initiate Selection of Textbooks.**

The authority of the superintendent in connection with the selection of textbooks and other supplies should be that of initiating. That the superintendent should assume the direction and supervision of all matters which have to do with medical inspection, classroom inspection, civic-center activities, continuation schools, evening schools, etc., goes without saying.

The question as to how the authority for these various powers exercised by the superintendent should be derived constitutes a most serious one to nearly all our States. In the past, in the great majority of cases, it has been secured mainly by board rule, or by the informal consent of the board of education, or by the assumption of the power without even the consent of the board members or the board as a whole.

It is highly desirable that many of these duties be by State laws assigned to the office of the superintendent. They should specifically state whether the authority of the superintendent is that of initiating, of executing, or of approving, although in the vast majority of cases the authority if exercised by the superintendent must be exercised both in initiating and in executing.

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## SCHOOL USE OF CLEVELAND'S PUBLIC LIBRARY.

By BERTHA HATCH, Cleveland (Ohio) Public Library.

Go into any of our 26 branch libraries at 3.29 any week-day afternoon. Observe the neat rows of books, the orderly arrangement of furniture, feel the atmosphere of peace. Then leave and return at 3.41.

Is it the same place? Yes. At any rate, the walls and ceiling are there. But where are the orderly rows of books? Devastated as by a hurricane. Where is the furniture? Hidden by dozens of restless little bodies. And where is the atmosphere of peace? Gone, apparently never to return.

"I want a book about the animals of Africa." "So do I! Aw, teacher told me to get that!" "Well, can't I get one, too, if I want to?"

"All of us want a book about Moses Cleaveland."

"Will you find me a picture of the second Mayflower? Yes, it was the second Mayflower. I wrote it down."

"I want a side view of a camel to make in school."

"Teacher, I had a book about steel that I have to have for school and this boy took it away from me." "Well, what did you lay it down for? I've got to have it for iron."

"My teacher wants to know if you will send her 10 books about Canada." And so on.

## Picture Books Are Often Replenished.

Ask some friendly child whence they all came so suddenly, and you will be told from the school across the street. Linger awhile and you will find that the boys and girls who are in search of fairy tales and picture books hunt for themselves among the collection of these books, always depleted though frequently replenished. But those who have been fired by zeal to extend their knowledge on school subjects, go to the librarian. A wise teacher has so instructed them, having in mind those shy and unresourceful children who wander helplessly from shelf to shelf in the hope of finding a book whereon is emblazoned their special topic—grapes in Europe, for example.

Just as the crowds and confusion begin to grow less, there is a fresh influx of children from a more distant school, and until about 5 o'clock school children almost possess the place. There is little deliberate disorder, however. The old-fashioned librarian would no doubt throw up her hands in horror at this absence of quiet and go away lamenting the days when children, if allowed in the library at all, tiptoed about and spoke in whis-

pers. But would not the old-fashioned teacher be horrified if she happened in on a socialized recitation? So long as we have "purposeful activity," neither teacher nor librarian tries for prison-like quiet.

## Highest Authority is the Teacher.

"Teacher," though she may not realize this fact at certain times in the school-room, becomes, by the time her pupils reach the library, an authority on all subjects. Her lightest mention of a book is sufficient to send 43 out of her 48 pupils to the library in search of it. Or perhaps she assigns a subject to one or two children. At once it occurs to several others that the way to "make a hit with teacher" is to get a library book on the same subject. This affords excellent opportunity for detective work on the part of the library assistant. The official seeker after knowledge knows what he is after, but the volunteers do not. She must then find what particular child really has the first right to the book and at the same time induce him to take something else if the book is not in. This is sometimes difficult, for the youth of our land seem to have been brought up on the motto, "Accept no substitutes." It is fortunate that the members of the staffs of the branch libraries and the teachers in the neighboring schools usually know and like one another, or occasionally misunderstandings might arise.

A few years ago libraries were absolutely without child readers during school sessions, but since the vogue of the project method committees of small and delightfully important young persons come in school hours and solemnly collect facts for a report to the class. Then, too, pupils from relay schools appear at all hours. Classes in certain schools are brought to the library for instruction in the use of books and libraries.

## Children Read on Own Account.

Besides these calls for books directly instigated by the school, there are now and then some interesting requests from children whose interest in some subject has been aroused by their school work and who desire to read more along the same line for their own enjoyment. The teacher who reads aloud some classic of childhood like Pyle's *Men of Iron* may not know that for weeks and months after that reading her pupils and her pupils' friends are asking for that book.

School library work has a satisfactory feature in that the spirit of the school

largely takes care of the discipline, and the librarian can devote herself entirely to her legitimate tasks. This is fortunate, for the staff of the library is always small in proportion to the work, which often equals in volume that of a branch library with a larger staff and open for longer hours.

The elementary school libraries, to some extent, serve the neighborhood as well as the school. In a school library, knowledge of what the schools are teaching is indispensable. The librarians of the senior and junior high schools conduct classes in the use of library tools—reference books, indexes, catalogs, and so on. The students look to the library not only for books but for clippings, magazine material, and aid in their school work generally. The high-school library is recognized as an essential feature of the modern high school.

## Read 18 Books a Year.

During the school year of 1919-20 nearly 2,000,000 books were issued on boys' and girls' cards. In the whole library system the number of juvenile books circulated last year, divided by the number of library borrowers under 15, gave an average of 18½ books drawn by each child.

Cleveland schools, it is said, make greater use of the public library than do those of most large cities. Why is this? Because more and more teachers and librarians realize they are working on the same job—the education of the community. The teacher does not "help the library" by using her influence with her pupils to read books; she is helping them acquire what is essential to their education—namely, ease and pleasure in reading. Nor does the library assistant "help the teacher" primarily when she supplies her pupils with additional material on school subjects; she is merely doing her part in educating them. Because of this understanding by those high in the councils of both school and library, Cleveland children and teachers make wonderful use of their library facilities, and, with better understanding of the truth, the community will provide even greater library facilities.

"Through college on nothing a year" seems to be the motto of many of the students of the State College of Washington, 51 per cent of whom earn all their expenses, according to an investigation by the alumni secretary. Only 17 per cent of the men students get along without any outside work. It is stated that 90 per cent of the hired domestic service in the homes of the city is done by college students.

## DEVELOPING NORTH CAROLINA'S HUMAN WEALTH.

### Constitutional Provision for Public-Welfare Organization — State University Maintains School of Public Welfare.

By J. F. ABEL.

North Carolina is among the foremost of the States of the Union in the effort to develop its human wealth. This applies particularly to its rural life. The State has a public-welfare organization provided for in the constitution and made effective by legislative enactment. The university has a special laboratory, which serves as a clearing house in rural social science for the State, and a school of public welfare that is training leaders by giving courses in the social sciences—courses which lead to the bachelor's degree—rendering field service to towns and communities and issuing social research publications. In the furtherance of a common purpose the State organization and the university are working together, with much benefit to each other.

To the training of social workers the university is bringing its ideals of a standard curriculum, a special faculty, the general university influence, a group of well-prepared students, and a program of field work that provides adequate training. To the university professional school the field workers are bringing problems of child and family welfare, needs of communities, the actual conditions and life of the folk of North Carolina, and general practical problems of public welfare.

#### State Must Care for Unfortunates.

The State constitution declares that beneficent provision for the poor, the unfortunate, and orphan is one of the first duties of a civilized and Christian State, and requires the general assembly at its first session to appoint and define the duties of a board that shall supervise all the charitable and penal State institutions. In 1917 the legislature greatly enlarged the powers of that board and gave it more adequate support. In 1919 the law was amended to further increase the board's effectiveness.

The board, styled "The State Board of Charities and Public Welfare," consists of seven persons, one of whom must be a woman, and all of whom serve without pay. The term of office is six years, two or three members retiring every two years. It has a wide range of powers and duties. Through its appointed executive, the commissioner of public welfare, its members or agents, it may investigate and supervise all of the State's charitable and penal institutions, study the cause and prevention of any hurtful social con-

dition, care for dependent and delinquent children, recommend social legislation, and issue bulletins on social questions.

Any private institutions that receive and place children must report to and be licensed by the State board. In the performance of its duties the board may issue subpoenas, compel attendance of witnesses, administer oaths, and send for persons and papers whenever it deems such a course necessary. It extends its work over the State by naming three persons in each county to be a county board of charities and public welfare. The county board advises and assists the State board and works with the county superintendent of public welfare in such matters as promoting wholesome recreation, relieving distress, and lessening unemployment.

#### Antisocial Conditions Defined.

Concerning the work of the board, its chairman, in his report to the governor, says: "Antisocial conditions are, broadly speaking, anything which tends to keep the poor in their poverty; to maintain a low standard of mental and physical health; to make vice easy; to deteriorate moral fabric, self-respect, and self-control; to perpetuate complacency in social and individual insufficiency; and, above all, any lack of a social morale that permeates and stimulates the whole population in a desire to seek the satisfactions of life from a social, mental, and spiritual culture. One may make his own classification of such conditions as he knows. The duty of the State board of charities and public welfare and the impulse for which it stands, together with other private and public agencies representing the same impulse is to help with the misfits, the failures, the maladjustments, the weak, and the needy. As there is a positive for every negative, so we can not contemplate our own tasks unmindful of their antitheses. We deal with effects, but this must be inadequate in proportion as we fail to go afield for causes. Sincerely holding this attitude, this board and its agents have found a joy and an usefulness in working with all agencies which have a more far-reaching, constructive outlook. Health, industry, education, religion, morals—our net is set to catch those who have failed to react to normal standards in these relations. Since these failures come from both voluntary and involuntary causes, the social worker is concerned both with individual inaptitude and the adaptation of social organizations to individuals. Under the nomenclature of antisocial conditions our work is one of association and correlation rather than any form of administration.

#### To Train Leaders in Social Service.

A number of social-service workers are needed merely to keep up the personnel

of the staff required by law for the 100 counties of the State. The University of North Carolina in June, 1920, opened a school of public welfare to train leaders in the fundamentals of social service. This school, one of the very few of its kind in the United States, is organized for work throughout the South on a four-fold basis. First, there is instruction in social problems and sociology given to regular classes at the university and in extension work to outside communities. Second, the school is trying to meet the urgent need of the State for capable men and women in the counties, the mill villages, and elsewhere by training people for social work and community leadership. Third, the work emphasizes social engineering or rendering direct community service through the proper channels. Finally, there is a line of research investigation and publication of the results.

#### Five Groups of Subjects Offered.

Five groups of subjects are offered: Those that serve as majors for regular collegiate students in the four-year course those of a two-year course offered to graduate students for the Master's degree, those of a one-year professional course for which a certificate is issued, those provided for special students of maturity and experience, and those offered at summer institutes largely for county superintendents of public welfare.

In the few months since its organization the school has conducted a successful summer institute of two sections, at which about 60 students were enrolled; has effected a large registration with regular courses in sociology, social problems, community organization, recreation, community health, family case work, child welfare, and juvenile delinquency; has held a number of local and district conferences in public welfare; and issued two excellent bulletins, entitled, "Constructive Ventures in Government" and "Community and Government." Director Odum writes: "There is ground to believe that a substantial beginning has been made and the opportunities ahead are such as to challenge us to successful efforts."

The General Confederation of Labor of Costa Rica has decided to found a Labor University to make education more general among the laboring classes and in particular those branches of learning connected with the trades. According to the plan the labor university will have no special governing body nor fixed faculty, but will be governed by the executive committee of the confederation, the chairs of the various branches of study being occupied by capable workers who volunteer for this duty.



## PRINCIPLES OF VOCATIONAL GUIDANCE.

### Authoritative Statement of Aims of Vocational Guidance and of Proper Procedure—Formulated by National Vocational Guidance Association.

#### I. Foreword.

1. The term "vocational" comprises all occupations recognized in the census list, including agricultural, industrial, commercial, homemaking, and professional callings.

2. Vocational guidance as defined and described in these principles is only one phase of guidance. Other phases, such as those connected with ethical life, health, recreation, citizenship, and home life, should also be definitely provided for in the program of our public schools. Vocational guidance is intimately related to all other activities of life, and aims to supplement other forms of guidance in order to foster the complete life of the individual.

#### II. The Need for Vocational Guidance.

3. Education is provided to enable pupils to understand their environment, and to extend, organize, and improve their individual and cooperative activities, and to prepare them for making more wisely the important decisions which they are called upon to make throughout life. Therefore schools and teachers can no longer neglect scientific guidance.

4. Vocational life occupies one-half of the waking time of active individuals and presents problems whose harmonious solution is essential for successful relationships in all fields of human activity. Much of the world's dissension to-day in ethical, political, international, and industrial affairs is based upon lack of knowledge regarding duties and responsibilities in occupational relationships and failure to synthesize individual and social activities in vocational life.

5. Vocational guidance, either good or bad, is inevitable. No one can avoid the need for making occupational decisions and modern life necessitates the influence upon human behavior of contacts and cooperation. Unwise and false guidance is gained through untrustworthy advertisements, suggestion, selfishness, ignorance, and other unscientific sources, if vocational guidance is not provided under competent supervision.

#### III. Aims of Vocational Guidance.

6. The purposes of vocational guidance are:

(a) To help adapt the schools to the needs of the pupils and the community and to make sure that each child obtains the equality of opportunity which it is the duty of the public schools to provide.

(b) To assist individuals in choosing, preparing for, entering upon, and making progress in occupations.

(c) To spread knowledge of the problems of the occupational world and the characteristics of the common occupations.

(d) To help the worker to understand his relationships to workers in his own and other occupations and to society as a whole.

(e) To secure better cooperation between the school on the one hand and the various commercial, industrial, and professional pursuits on the other hand.

(f) To encourage the establishment of courses of study in all institutions of learning that will harmoniously combine the cultural and practical studies.

7. All vocational guidance should help to fit the individual for vocational self-guidance and also for the cooperative solution of the problems of occupational life.

#### IV. First Steps in Guidance.

8. The home and school programs should include a combination of play, hand work, cooperative activity, and academic work, the whole being varied enough to represent life's demands and concrete enough to secure an effective response and successful accomplishment by each individual child.

9. On the basis of individual differences revealed in the social life of the child, progress in school subjects, and in standardized tests, children should be classified into schoolroom groups. All group classifications should be regarded as tentative, being largely for the purpose of efficient learning and teaching.

10. For all children before the school-leaving age there should be provided a wide variety of try-out experiences in academic and aesthetic work, gardening, simple processes with tools and machines, elementary commercial experiences, and cooperative pupil activities. Such try-out experiences are for the purpose of teaching efficiency in every-day tasks, broadening the social and occupational outlook of the children, and discovering to them and the teachers their interests and abilities.

11. Teachers of all subjects in schools and colleges should make a definite effort to show the relationships of their work to occupational problems just as they now relate them to other phases of life activity, such as the cultural, recreational, ethical, civic, and social.

12. Drifting through school is a common evil in all educational systems. The life-career motive, whether temporary or permanent, should be encouraged as one of the motives in the choice of a curriculum and of certain elective subjects within a curriculum.

13. The miscellaneous working experiences of children before and after school, on Saturdays, and in vacations should be studied and supervised. These experiences should be made to aid the child in understanding his environment and in discovering his vocational aptitudes and interests.

14. All forms of part-time education, such as the continuation school, cooperative courses, trade extension, and trade preparatory courses, etc., should be provided in order that school and work may be brought into closer cooperation and that there may be more careful supervision of the child in employment.

#### V. Studying the Occupations.

15. Teachers, counselors, or investigators should be given time to study occupational needs and opportunities, or definitely appointed for that purpose, and should prepare information so obtained for use by teachers, pupils, and parents.

16. The class for the study of educational opportunities, common and local occupations, and the problems of the occupational world should be carried on before the end of the compulsory school age. Such study should be provided for all students in junior high and high schools. It should give the pupil an acquaintance with the entire field of occupations and a method of studying occupations wherewith he can meet future vocational problems in his life. The study of occupations should be offered in continuation schools, evening schools for adults, and colleges.

#### VI. Studying and Counseling the Individual.

17. Counselors should interview individuals at regular intervals, particularly at such critical points as one year before the school-leaving age, promotion from one school to another, change of course, time of leaving school, times of problems connected with work. Such counseling should include studies by case-work methods of the social life of each child and conferences with parents whenever practicable, in order to obtain intimate and scientific knowledge of the child's environment, interest, and behavior, and personal data regarding his problems. This opportunity for counsel and advice should be a regular responsibility of the school and should be open to persons of all ages. Special attention should be paid to adults whose guidance has been neglected and to handicapped persons.

18. Tests of general intelligence should be used with the greatest care. No important decision should be made on the basis of a group test alone; special classifications and assignment of special curriculums should be made only after an individual examination by a carefully trained and experienced psychologist. Whenever time and facilities permit, occupational tests should also be used.

19. Cumulative records should be kept for individuals. These should include academic records, social conditions, physical and mental records, and the results of counseling.

20. Counselors should study the educational offerings of the community through its schools, museums, art galleries, libraries, etc., in order to enable children and adults to use these opportunities in preparation for a vocation or for further school or college training.

#### VII. Choosing the Vocation.

21. Occupations should be chosen with service to society as the basic consideration, and with personal satisfaction and remuneration as important secondary considerations.

22. Scientific vocational guidance should discourage and supplant any attempt to choose occupations by means of phrenology, physiognomy, or other disapproved and unproved hypotheses.

23. Alluring short cuts to fortune, as represented by certain advertisements in current magazines and newspapers, should be condemned and supplanted by trustworthy information and frank discussions with children.

24. The choice of an adult occupation should not be made too early or too hurriedly and should be made by the person after his study of occupations and his try-out experiences. It should be an educational process by progressive elimination. Provision should be made for reconsideration and rechoice. Care should be taken that the choice be made by the individual himself.

#### VIII. Vocational Guidance in Relation to Vocational Education.

25. Vocational guidance must be provided before, during, and after courses in vocational education if these courses are to be truly effective. Students in vocational courses should be enrolled only after careful selection on the basis of fitness and well-considered choice.

26. In order that the aims of vocational guidance may be secured, we recommend to those in charge of vocational education that any plan of vocational education should include such basic studies as the economic and sociological aspects of occupations.

27. In accordance with the best practice among those in charge of vocational education, we favor plans by which vocational education and education for citizenship may be continued in factories, shops, and stores for the purpose of upgrading workers and enabling them to understand the problems of work and to make progress toward a better standard of living and a better organization of vocational life.

28. We recommend that adult education, both vocational and general, be provided through a variety of short-unit courses in day and evening schools.

#### IX. School Leaving.

29. Since investigations have shown that economic necessity is only a minor cause for leaving school at the end of the compulsory school age, those interested in vocational guidance should always insist that the school itself enter into a campaign to hold pupils by offering a more varied program suited to the individual needs of the children. Compulsory education laws and compulsory part-time schooling must be maintained, but along with these laws there must go a constant improvement in the program of studies and other activities of the school.

30. Means should be found, through either public or private funds, to provide scholarships for keeping deserving children in school, or for continuing schooling on a part-time arrangement.

#### X. Employment.

31. Placement should come only after a careful and persistent effort has been made to keep the child in school, and whenever possible should be in part-time work. Noncommercial and public employment agencies for persons under 21 years of age should be conducted jointly with the local educational authorities and in the closest possible relation with the public schools. Placement and employment supervision should be accompanied by advice regarding opportunity for supplementary study and promotion. For the purposes of standardization and coordination, private noncommercial agencies for aiding persons to secure employment, or to transfer them to more suitable positions, should be under public supervision or control. Commercial employment bureaus, even under a licensing system, should be supplanted as rapidly as possible by public employment systems. Since adequate placement requires a large expenditure of time and money, care should be taken that this does not take the place of the more fundamental phases of vocational guidance.

32. Persons offering vocational guidance should cooperate with personnel

managers, labor organizations, employers' associations, cooperative agencies, Government officials, social and civic organizations, and others interested in problems of work.

33. School systems should undertake follow-up work and employment supervision, to extend throughout the time of the minority of the child and to be exercised in cooperation with the above-mentioned agencies.

#### XI. Organization for Vocational Guidance.

34. Central agencies required for vocational guidance and their functions will depend in large measure upon the size of the communities which they serve, and upon the existence of other organizations capable of rendering supplementary services. One teacher can handle the work in a small place, but large cities will require fully equipped bureaus for vocational guidance.

35. The central agency, whether one teacher or a bureau, should receive advice and assistance from a central board or council, from special research committees, and from counselors. The qualifications and duties of these cooperating groups should be as follows:

36. The central council should be composed of interested individuals or of representatives of other organizations whose activities relate them to the work of vocational guidance. It should assist in planning the vocational guidance activities adapted to the community, and should be helpful in enlisting the cooperation needed when gathering information or when making placements.

37. Research committees composed of persons qualified by experience and training should be organized to give assistance in solving such special problems as those connected with the guidance and protection of mentally or physically handicapped children, the assistance of foreigners who are adjusting themselves to American conditions, the promotion of the health of women workers, and the gathering of information needed for guidance in legislation.

38. Vocational counselors are needed in schools or other institutions whenever there are persons whose satisfactory guidance requires many individual conferences. Such counselors should have a good general education, and should be kept informed about local vocational opportunities and requirements. Whenever possible, persons appointed as counselors should be students of economics, industry, psychology, and sociology. Practical experience in various forms of social endeavor such as public-school teaching, employment, and social case work, should



be considered necessary elements of their training. They should keep in touch with scientific investigations and should themselves aim to make such contributions. They should be free from prejudice and should stand for the right to discuss industrial questions with children, giving all sides a fair hearing.

39. Since vocational guidance must concern itself chiefly with young persons found in the public schools, and since such activities are related closely to the general economic welfare of the community, it is advisable that the agency undertaking this work should be a part of or closely affiliated with the publicly supported educational system. This will promote the coordination of vocational guidance activities with the work of attendance and certification officers, of persons giving physical and mental tests, and of persons engaged in developing means for supplying school children with vocational information and education. Public support and recognition also will make easier the coordination and co-operation of all agencies capable of contributions to activities which aim at an efficient utilization of the available talents and working capacities of the community.

40. Every effort should be made to measure the results of vocational guidance in achieving the foregoing objectives and such others as future research may reveal.

Committee:

JOHN M. BREWER, *director, Bureau of Vocational Guidance, Harvard University, chairman.*

EMMA P. HIETH, *director, Bureau of Vocational Information, New York City.*

ARTHUR J. JONES, *School of Education, University of Pennsylvania.*

### WILLIAMS ESTABLISHES INSTITUTE OF POLITICS.

To advance the study of politics and to promote a better understanding of international problems and relations, Williams College will establish an institute of politics, which will hold its first session during the coming summer. It is designed to bring together for a month or six weeks each summer a number of eminent scholars and special students; to offer courses of lectures by men of national and international reputation; to establish round-table conferences by members of the institute; and to present facilities for research and intensive instruction for students in special fields. For the initial session, the subject chosen is "International relations," which will be treated in its historical, commercial, and institutional implications.

### SUMMER-SCHOOL INSTRUCTION IN MUSIC.

#### Columbia Courses for Persons Without Previous Knowledge of Music and for Advanced Students.

Courses as variant in range as the study of the historical and æsthetic side of music and the teaching of music will be given at the summer session of Columbia University, beginning July 5. The courses are planned not only for the student of music but for all those who wish to learn an intelligent appreciation of musical compositions from the standpoint of the listener.

No previous knowledge of music is required for the course designed to give a general idea of music from its historical and æsthetic side.

All the great composers of the century and their music, illustrated with ample musical examples, will be dealt with in the course on the nineteenth century romanticism in music to be given by Prof. Cole. He will trace the early development of the group of composers represented by Schumann and Berlioz, its later expansion under Wagner's influence, the new tendencies which appeared in the last quarter of the century as in the music of Richard Strauss, Debussy, and others, and the rise and development of nationalism in music in such countries as Russia, Scandinavia, and Bohemia.

Individual and class instruction in voice culture will also be given, as well as numerous courses in the teaching of school music. Courses in the conducting of school music, school orchestra arrangement, piano technique and interpretation, and the teaching of music appreciation in the elementary grades have been arranged.

The summer session chorus, in which membership is open to all summer students interested in music, will again be under the leadership of Walter Henry Hall, professor of church and choral music at Columbia, who has planned a musical festival in which the chorus will take part.

Learning the English language in less than nine months is the accomplishment of a 15-year-old Polish girl in Richmond, Va. Last October she entered an afternoon class for foreign-born women and girls, meeting three times a week. At that time she did not know a word of English, having landed in this country only a month before. She now writes creditable idiomatic English.

### STATUS OF THE SCHOOL SUPERINTENDENT.

(Continued from page 2.)

It is the hope of this committee that it may be able to present a year from now a very complete statement as to the actual conditions obtaining in the office of the city superintendent in the United States, together with more definitely formulated recommendations as to the specific forms of legislation which it believes, if enacted, would tend to secure a uniformity of school administration.

CHARLES E. CHADSEY,

*University of Illinois, Chairman.*

E. C. BROOME,

*Superintendent City Schools, Philadelphia, Pa.*

NICKOLAUS L. ENGELHARDT,

*Teachers' College, Columbia University.*

JAMES H. HARRIS,

*Superintendent City Schools, Dubuque, Iowa.*

ERNEST C. HARTWELL,

*Superintendent City Schools, Buffalo, N. Y.*

FRANK V. THOMPSON,

*Superintendent City Schools, Boston, Mass.*

A. S. WHITNEY,

*Head Department of Education, University of Michigan.*

JOHN W. WITHERS,

*Dean School Pedagogy, New York University.*

### UNIVERSITY INSTRUCTION IN SCIENCE OF PAINTING.

Experts in the "science of painting" will be trained at the University of Pennsylvania. A chair in this science has been founded by an unnamed Philadelphia connoisseur of art. A two years' course will be given, and the major emphasis at first will be on the nature and use of pigments. The nature of painting media, including the use of picture varnishes and fixatives, will be another topic of instruction. Picture "hygiene," the removal of varnish from paintings, scientific relining, cradling, and retouching will be a third. Laboratory work will be a feature.

The primary reason for establishing the course is found in the need for informed assistants and for expert restorers and trained curators for collections of rare old paintings.

Licenses to practice the professions of medicine and dentistry in Spain expire six years from the date of their issue. A royal order to that effect was published in the "Gaceta de Madrid" of April 23.

## SCHOOL LIFE

Issued by the Department of the Interior,  
Bureau of Education.

Editor, JAMES C. BOYKIN.

TERMS.—Subscription, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers.

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JUNE 1, 1921.

### TO THE TEACHERS OF AMERICA:

In assuming the duties of Commissioner of Education I take this opportunity of addressing a word of introduction to the readers of *School Life*. These duties are assumed with a feeling of humility. I am mindful of the stature of the men who have preceded me in the commissionership and of my responsibility in maintaining the standards which they have set for the Bureau of Education and the prestige which their labors have given it. President Harding said once that the Presidency was too great a burden for one man's shoulders. Certainly this applies to the office of Commissioner of Education.

You, the teachers of America, are the ones who are fighting the battle for the childhood of America. You are on the firing line. My duty is in the S. O. S. As far as possible with our limited means we must organize the bases of supplies, furnish you with materials, and help you reach your objectives. Let me say that my heart goes out to each and every one of you and that I, who have taught for the past 15 years, will miss the personal contact with you and those you teach. Call upon me freely, suggest without hesitation, and criticize, if you have an honest opinion, and I shall be glad.

In my shuttling over the continent I look forward with great anticipation to the opportunity of meeting each and every one of you and getting to know you and your problems.

Cordially, yours,

JOHN J. TIGERT,  
Commissioner.

### YOUNG WOMEN AGAIN TURN TO TEACHING.

Teaching is again becoming popular. Reports from all parts of the country show it. Girls are once more turning to

teaching, and with a spirit very different from that formerly shown. A majority of this year's senior class at Mount Holyoke College will enter the teaching profession, and they will do so with professional spirit. They have chosen their work. There was a time when a majority of all graduating classes of women took up teaching, but they did not choose it. It was the only work in which their education would be of use, and, whether they loved teaching or hated it, they taught.

Then other vocations were opened to women, and college graduates who did not care for teaching found that they could use their education in other lines. This elimination of those who did not care for teaching did not hurt the profession, but the reduction in the number of teaching recruits caused by low salaries and rise in the cost of living did hurt it a great deal, for it meant keeping out young people who were naturally inclined to teach. Year by year the number of college graduates who took up teaching was lessened.

Now the tide is turning, and although it is not expected nor desired that teaching will take those graduates who care more for other work it is hoped that those who wish to teach will never again be kept out by starvation wages. Now that salaries are going up, young people can enter the teaching profession with the feeling that they can support themselves in it. Results are showing already. In the Cleveland School of Education there is a gain of 77 pupils over the registration of 1920. Only 15 girls were graduated last January, but 90 will be graduated in June.

Twenty thousand girls in 42 colleges were questioned by their deans, and 1,400 said they were planning to teach. Of 94 normal schools, 60 are gaining ground in teacher recruiting, 29 are holding their own with last year, and only 5 are losing.

Of 3,012 high-school seniors in Ohio, 713 expect to teach, 2,159 will not teach, while 140 are undecided. The reason given for not teaching was, in most cases, the small salaries paid teachers.

### INSTRUCTION FOR UNITED STATES MARINES.

Educational and vocational training for officers and men of the Marine Corps has been established according to a scheme which enables them to continue their studies without interruption, no matter where they may be stationed. The system does not hamper the mobility of the corps and is not altered when occasion requires movement of the men.

The plan is operated by officers and men entirely in the military control, with

the advantage that these are also beneficiaries of most intensive educational training and development. The system is directed by strong central control and is not subject to the risk of failure through lack of cooperation.

Courses in these schools are not elementary or designed merely to offer training for apprenticeships, but are courses which equip men for leadership and high positions in a great variety of vocations. Forty different schools are included, with courses of varying degrees of advancement.

More than 8,000 students have enrolled and more than 5,000 of these are still studying. The number of graduates is steadily increasing.

### TO TRAIN TEACHERS OF EXCEPTIONAL CHILDREN

An experimental school for the study and instruction of exceptional children has been established through an agreement between the school committee of Northampton, Mass., and the department of education of Smith College. Post-graduate study will be combined with practical experience in teaching in the model school under the close supervision of a skilled teacher. Opportunity is thus offered to college women to study education in the closest possible contact with a typical public-school system and to prepare for well-paid and attractive positions in the public schools.

Funds are at the disposal of the college to assist a certain number of properly qualified candidates to meet the expense of graduate study.

### DELAY IN ISSUING SCHOOL LIFE.

The numbers dated May 15 and June 1 were unduly delayed by the exhaustion of the printing appropriation of the Bureau of Education and by the unexpected delay in the passage of the deficiency appropriation bill which provided the additional funds that were necessary.

The Chinese Government has appointed a permanent commission to control the Tsinghua College endowment fund. Tsinghua is financed by America's annual remittance of the Boxer indemnity due her, the surplus going to the Chinese Educational Mission in America.

Ten acres of land for field work in geology have been given to the University of Chicago by a graduate. The land is in Missouri and is regarded as particularly suited for the purpose. Construction of a building for housing students is also provided for in the gift.



## JOHN JAMES TIGERT.

Biography of the United States Commissioner of Education Who Entered on Duty June 1, 1921, Succeeding Philander P. Claxton.

John James Tigert was born at Nashville, Tenn., February 11, 1882. He is the son of the late John James Tigert, Bishop Methodist Episcopal Church, South, and Amelia McTyeire Tigert. His grandfather, Bishop H. N. McTyeire, secured a million dollars from Commodore Cornelius Vanderbilt and founded the Vanderbilt University and was the first president of that university and of its board of trustees.

Mr. Tigert was born in Wesley Hall, one of the large dormitories of Vanderbilt University. At that time his father was professor in the university, having held the position for many years of professor of mental and moral philosophy. Both Bishop McTyeire and Bishop Tigert were leaders in American Methodism and extensive writers on religious and other subjects.

Mr. Tigert began his education in the public schools of Kansas City, Mo., in 1890. After four years in Kansas City his family returned to Nashville and his elementary education was completed in that city. In 1896 Mr. Tigert entered the famous Webb School at Bell Buckle, Tenn., the most unique school in America, from which many men have gone to conspicuous places.

Mr. Tigert was graduated from Webb School in 1900 and entered Vanderbilt University. He took the Latin and Greek entrance prize of \$50, was an honor graduate, was elected a member of the honorary scholarship fraternity of Phi Beta Kappa, and made the address on the occasion of his graduation as a representative for the faculty. He was on the varsity football team for three years, was an all-southern fullback, captain elect of the football team in 1904, for three years on the varsity basket-ball team, and captain in 1903.

In 1904 Mr. Tigert was elected as the first Rhodes scholar from Tennessee. In 1907 he took a second class in the Honor School of Jurisprudence at Oxford, and received the degree of M. A. (Oxon) in 1915. At Oxford Mr. Tigert represented his college, Pembroke, in rowing, tennis, and cricket and was a member of the All-Rhodes Scholar Baseball Team.

From 1907 to 1909 Mr. Tigert held the chair of philosophy and psychology in Central College, Fayette, Missouri. From there he was called to the presidency of the Kentucky Wesleyan College at Winchester; he was then 27 years old. He was one of the incorporators of the As-

sociation of Universities and Colleges of Kentucky and later served as president of this association.

In 1911 he was nominated by the bishops of the Southern Methodist Church and served as a delegate to the Ecumenical Methodist Conference at Toronto.

In 1911 Mr. Tigert accepted the position of professor of philosophy and psychology in the University of Kentucky at Lexington. In 1917 the department was divided, and Mr. Tigert was offered his choice of the chairs of philosophy and of psychology. He selected the chair of psychology and occupied this position until his nomination to the Commission of Education.

Perhaps Mr. Tigert's best known work is along the line of commercial applications of psychology, especially in the field of the psychology of advertising.

Mr. Tigert is a member of the following organizations: Educational and scientific—American Association for the Advancement of Science, Kentucky Academy of Science, Kentucky Educational Association Clubs, Lexington Advertising Club, Associated Advertising Clubs of the World, Lexington Chamber of Commerce, Kiwanis Club. Fraternities—Phi Beta Kappa (the honorary scholarship fraternity founded at William and Mary in 1776), the esoteric fraternity of Phi Delta Theta, the honorary journalistic fraternity of Alpha Delta Sigma.

Mr. Tigert has been frequently in demand as a speaker and lecturer in universities, colleges, and high schools. He lectured for one season for the Radcliffe Chataqua System, of Washington, D. C. He has made addresses before the Kentucky Academy of Science, educational associations, chambers of commerce, advertising clubs, and other bodies. At the time of his appointment as Commissioner of Education, he was secretary of the committee for the selection of Rhodes scholars in Kentucky and was vice president and member of the executive committee of the Southern Intercollegiate Athletic Association.

Mr. Tigert is author of "Philosophy of the World War." He has contributed articles to the London Quarterly Review, Methodist Review, American Legion Weekly, Kentucky High School Quarterly, Southern School Journal, Elizabeth Teachers' Quarterly, etc. He is a frequent contributor to newspapers and current periodicals.

In June, 1918, Mr. Tigert went overseas for educational work with the Young Men's Christian Association. He was stationed for about two months in the north of Scotland near the naval bases from which the mine barrage was laid across the North Sea between Scotland and Norway. He organized the educational work and taught in naval bases 17 and 18. Later he was transferred to take charge of the educational work of the American soldiers attached to three aerodromes in the immediate vicinity of Oxford, England. He was there about two months. He was then transferred to France, with headquarters at Paris, and sent as lecturer to various parts of the A. E. F.

In April, 1919, the Army Educational Corps was formed, and Mr. Tigert was transferred to the Army as a member of this corps, which was under the command of Brig. Gen. Rees. He lectured five months with the Army of Occupation in all the divisions with the exception of the 42d. One month was spent in the school center of the 1st Division at Arzbach, Germany.

Mr. Tigert married Edith Jackson Bristol, of Chicago, on August 25, 1900. He has two children.

Since his appointment as Commissioner of Education, the University of Kentucky has conferred upon Mr. Tigert the honorary degree of doctor of laws.

## FREE ELECTIVE SYSTEMS ARE DETRIMENTAL.

(Continued from page 1.)

coln. Lincoln sent his son to study Latin and Greek, too.

Then one modern language, preferably French, should be mastered.

Add to these the elements of philosophy to organize all his knowledge and you have a finely educated man.

### Scattering Studies Waste Time.

There is time in school and college to do all this and do it well, provided we give up the time now wasted in scattering studies. There is time to do all this and still allow the student to concentrate his efforts heavily on his college course on some one subject he finds he intelligently prefers.

Such a course as here proposed, not identical but similar for all who want the best general education, would strongly increase the intellectual and moral vigor of our colleges, increase the directive intelligence of our country to its enormous benefit, banish a lot of irresolute, ill-formed habits of thought and action, and would cost less than the wasteful profusion of a loose, a la carte elective system, which is really no system at all, but merely a shaky, unstable, shifting adjustment.

## CURRENT EDUCATIONAL EVENTS.

A congress of the universities of the British Empire will be held at Oxford, England, on July 5-8. A large attendance is expected not only from the universities of Great Britain, but from those of the dominions overseas. For a month all the delegates overseas will be guests of the home universities, each of which will be visited in turn.

A teacher on probation in Queensland is not allowed to administer an ungraded country school, but is placed under the supervision of an experienced teacher in a well-organized city or rural school. The pupil teacher so trained is required to taken an annual examination and the amount paid to the supervising teacher depends on whether or not the pupil teacher is successful in passing the examination.

Questions dealing with the physical and moral welfare of children and the rearing of infants will be discussed at an International Conference of Child Welfare which will be held in Brussels under the auspices of the Belgian Government, July 18-21, 1921. The discussion will proceed under four general heads: (1) Juvenile delinquents and juvenile courts, (2) abnormal children, (3) social hygiene of childhood, and (4) war orphans.

Force of character, physical fitness, influence, and leadership among associates, as well as scholarship, will be qualities sought in applicants for admission to Stanford University next autumn. Additions to the requirements for entrance were necessary because of the inability of the university to accommodate all applicants for admission. The new requirements will be applied to all men applicants after the first 450, and to women after the first 500.

France and the United States will exchange professors of science this year. Seven technical schools in this country are interested in the new exchange, and the French professor who will come here next year will divide his time among them. There is every indication that the agreement with France will not stop with the exchange of professors. In time it is hoped to be able to send American engineering students abroad and to receive French students in the United States.

Separate buildings for subnormal children, which were recommended by the Teachers' Council of New York City, have been disapproved by the board of superintendents on account of the stigma that would be put upon the pupils attending such a school. Dr. Andrew W. Edson, associate superintendent, who has charge of supervision of subnormal children, believes that the present system of organizing ungraded classes in schools attended by normal children helps the handicapped pupils to gain mental stature.

British "public schools" are opening new houses to relieve crowded conditions. The situation has been getting worse for some years. One or two of the houses at Harrow School are booked for ten years, and all the great public schools are booked for two or three years. Eton, Harrow, Winchester, and Rugby have no vacancies on their books for the next six or eight years; but this is to some extent due to the fact that many parents enter their boys for several schools and decide when the time comes which vacancy to accept.

Brown University has dedicated a soldiers' memorial gate to the memory of the 43 alumni and students who gave their lives in the World War. The dedication took place on the fourth anniversary of the entrance of the United States into the war. The memorial gate is in the form of a victory arch of white Indiana limestone. Over the left-hand entrance is a quotation from Emerson, "Tis man's perdition to be safe when for the right he ought to die"; and over the other entrance the lines from the "Spire of Oxford," "They gave their merry youth away for country and for God."

Students of economics and sociology in many colleges are planning to work as laborers in factories this summer to get first-hand knowledge of industrial conditions to supplement their classroom studies. The students expect to get the viewpoint of the laboring man, with the idea that as future employers they may be able to contribute something to the solution of industrial problems. They will look for jobs and go to work like any other workmen. The college groups will hold meetings during the summer to talk over their experience and to discuss ways of bettering conditions. The scheme was tried last year in California with success.

In the past seven years the amount spent for education in Nova Scotia has been doubled. This increase has resulted in great improvement in the schools. Difficulty in keeping the schools open in the more sparsely settled districts has been largely overcome, the total enrollment of pupils has increased, and the average of attendance has become higher.

Teachers' salaries have been increased, and this has had the effect of checking a movement on the part of many teachers to take positions in other Provinces where the pay has been higher.

Enrollment in the technical college and extension schools has reached higher figures than ever before and includes many returned soldiers.

The Federation of Students of Peru has made agreements with the students' federations of the Argentine Republic and Venezuela for intellectual interchange by means of books—scientific, historic, literary, sociologic—and artistic monographs, excursions, and international congresses. Efforts will be made to improve methods of public instruction and to encourage study among the people of the respective countries. A consideration of social problems and the maintenance of popular universities are among the proposed activities of the federations. An active propaganda will be made in favor of American ideals, an interchange of students, and the cementing of friendship by closer bonds between the American nations.

Effective work in health education has been done through the school children in China. The American Junior Red Cross members have thrown their efforts into the work already done by welfare organizations. In the fifth health campaign conducted by the Y. M. C. A. the Juniors loaned their services in addition to contributing money. They took part in the health parades, carrying large models of flies, mosquitoes, rats, and other enemies to health. The older boys conducted open-air classes in the market places where regular instruction in personal hygiene was given to children and incidentally to the grown-ups who were looking on. They distributed handbills and gave street-corner lectures on health. Being born actors, they advanced the cause greatly by giving health plays. Part of the contribution from the national children's fund is used in making a survey of "gutter snipes," the destitute children in Shanghai, and in furthering the campaign against blindness.



## WISCONSIN'S CLASS IN PAPER MAKING.

### War Veterans Receive Instruction Under Educational Bonus Law—First Class of the Kind.

By C. F. HEDGES, Superintendent of Public Schools, Neeah, Wis.

Men and women of Wisconsin who served the Government of the United States in the military and naval forces during the World War receive from the State an educational bonus whereby educational advantages are obtained without cost to the student.

A law passed in 1919 provides that the State board of education is authorized \* \* \* upon request of the local educational authorities, based upon a petition of at least 15 persons \* \* \* to organize, in connection with local or State educational institutions, special vocational or academic or other part-time day or evening classes to meet special needs of persons \* \* \* who are not availing themselves of the educational privileges provided for in that section.

Shortly after the passage of this act members of the James P. Hawley Post, No. 33, of the American Legion, at Neeah, Wis., petitioned the local board of vocational education under the provisions of this act for a class in the subject of paper making. The local board of education transmitted the petition to the State board of education.

A local administrative committee was then appointed to map out the course, as there was no course in the country which would furnish the desired program. This committee consisted of men from the paper industry as well as the local educational interests.

The university extension division of the State University was represented upon the committee because of its special interest and long experience with similar classes. This representation made possible an active interest by a State-wide organization which fosters educational enterprises and greatly strengthens local effort.

The course was launched on December 1, 1920. For the first year it consists of a series of 20 lectures covering the fundamental phases of the industry.

Each one of these lectures is supplemented by notes taken, which are later mimeographed and given to each member of the class in order that they might have some permanent basis to refer to and in order that the men of the class may get a general survey of the industry

before proceeding to take up its different phases in detail.

Through a special ruling of the University of Wisconsin, not only ex-service men, but also those not eligible to free instruction, have been allowed to attend this class on the payment of a tuition fee of \$10.

The State board of education has appropriated sufficient funds to carry on the work of the first year satisfactorily, and it is planned to continue to develop the course next year on specialized lines, going into the technical side more in detail and supplementing this with special lectures by practical men in order that the students may have both the theoretical and practical presented to them side by side.

The committee has had the hearty support of the manufacturing interests of the Fox River Valley, and many of the lecturers have been drawn from the paper makers in the valley.

The local post of the American Legion in fostering this educational work feels that it is serving not only the ex-service men, but the community as a whole, and it deserves credit for seizing and developing the opportunities offered under the educational bonus law.

## HARVARD COURSE IN VOCATIONAL REHABILITATION

Vocational rehabilitation will be subject of a course at the Summer School at Harvard. This work is in connection with the Bureau of Vocational Guidance, Graduate School of Education, and it will be taught by the men in the Federal Board for Vocational Education who are most concerned with vocational rehabilitation, assisted by specialists in various fields.

Training in the rehabilitation and reeducation of handicapped persons, whether soldiers or those disabled in industry, will be given, with discussions of occupational therapy, vocational guidance, "try-out" courses, testing, training, placement, and employment supervision, with an examination of present practices, social and economic needs, and desirable developments.

Field work is expected to be a part of the course, training of the handicapped being observed at all stages, from beginnings in hospitals to graduate training in professional schools.

Both men and women are admitted, and the work is open to those who have not a college degree.

Traveling libraries for evening schools in rural districts are provided by the Connecticut Public Library.

## PHYSICAL CONDITION OF 61 NEW YORK CHILDREN.

### Pupils of Fourth and Fifth Grades in Long Island School Examined Thoroughly—Few Are "Normal."

Sixty-one children received intensive physical examination. All cases were stripped to the waist and the shoes and stockings were removed. Careful attention was given to the weights and measurements and postural conditions. Examination of the heart and lungs was made. Analysis of the cases shows the following:

#### Pupils Below Normal Weight.

Ten pupils were 1 pound below; four pupils were 2 pounds below; five pupils were 3 pounds below; three pupils were 4 pounds below; nine pupils were 5 pounds below; four pupils were 6 pounds below; one pupil was 7 pounds below; one pupil was 8 pounds below; six pupils were 9 pounds below; five pupils were 10 pounds below; three pupils were 11 pounds below; one pupil was 12 pounds below; one pupil was 13 pounds below; one pupil was 17 pounds below; one pupil was 20 pounds below; five pupils were over weight; one pupil was normal.

One case was posturally and physically normal; fifty-seven had poor posture, round shoulders, bat-winged shoulder blades; three, spinal curvature; four, flat foot; four, weakened arches.

#### Other Physical Defects Noted.

Sixteen had enlarged tonsils and adenoids; two, anemia (marked); forty-five, defective teeth; four, defective vision; four, blepharitis; three, heart murmurs; one, strabismus; one, absent uvula; one, chorea; one, paralyzed right arm.

All cases but one were nutritionally below and needed careful individual health direction as to daily habits of sleep, baths, food, rest, recreation, posture, and breathing.

This survey emphasizes particularly the importance of the correction of the various physical defects noted which without doubt acted as large contributing factors to nutritional findings. This point should be strongly emphasized in order to make this feature of our health work bring about the desired results.

It is safe to say that this survey shows typical conditions of the children in the grades.—*Florence A. Sherman, assistant Medical Inspector of Schools for New York State.*

## RECENT LEGISLATION FOR SCHOOLS.

By WILLIAM R. HOOD.

### Arizona.

1. State board of education will have complete charge of institutes and certification of teachers, under such regulations as it may adopt.

2. Constitutional amendment proposed providing for a State board of education of seven members, appointed by the governor for terms of seven years each, one term to expire each year. No restriction as to occupation or political affiliation of members.

3. A finance measure. State school fund of \$25 per capita, based on average attendance in high and common schools. No one-teacher school shall receive less than \$1,500, and no two-teacher school less than \$3,000, from State and county funds. Per capita allowed from combined State and county funds shall be not less than \$45 nor more than \$80. Anything over \$80 must be raised by special district tax.

4. County unit law. Local option. Cities exempt. District employing principal or superintendent devoting half or more of his time to supervision may apply to State board of education for classification as a city district. Permit as great a measure of local initiative as consistent with efficient business management. Professional supervision by an appointed county superintendent.

5. Compulsory school law amended to provide for better enforcement. Children unable to attend on account of poverty shall be taken care of under juvenile court law.

6. Provision for retirement of teachers at age of 60 after 30 years' service, or after 20 years' if incapacitated; 15 years of this must be in the schools of Arizona. Annual pension, \$600; monthly payments.

### Maine.

1. Compulsory education age raised to 16.

2. Local superintendent of schools made the secretary of any special building committee that may be appointed.

3. No new school building shall be built or building remodeled at cost of \$500 or more without approval of State superintendent of schools and State commissioner of health.

4. Teaching of American history and civil government required in public and private schools.

5. School officials may employ superintendents for a period of one to five years, but term of service must expire at close of year, June 30.

6. For the improvement of sanitary conditions in school building toilets. Construction and care of toilets regulated. State superintendent to furnish plans. Penalties for violation of this act.

7. Appropriations increased for State normal schools.

8. Accepting the benefits of an act of Congress providing for vocational rehabilitation of persons disabled in industry.

9. Provision for observance of Temperance Day in the public schools.

10. State school fund established, and apportionment of same provided for. State school tax of  $3\frac{1}{4}$  mills shall annually be assessed. To fund resulting, State treasurer shall add a sum equal to 6 per cent of permanent school fund and a sum equal to one-half amount received by the State from tax on savings banks and on bank deposits. Total shall be designated "State school fund," and after deductions as provided by law balance shall be distributed among the several cities, towns, and plantations in the manner herein provided. From total \$100,000 is deducted for an equalization fund. Part of this may be used by State superintendent to encourage progressive school programs. Also a sum is deducted sufficient to pay two-thirds cost of tuition for pupils attending high schools from towns not supporting same. Remaining fund is divided into approximately three parts. One-third is apportioned on the number of teaching positions, one-third on aggregate daily attendance, and one-third on school census.

### Nevada.

1. Compulsory attendance law amended so as to require unemployed children under 18 years to attend school, unless they have completed high school or are otherwise excused under present law. Minimum age lowered to 7.

2. Average attendance of 6 persons in Americanization class shall be sufficient for State and county support for such school work. In other evening classes average attendance of 10 persons is required.

3. Three-fourths of cost of maintenance and of salaries of principals of schools of mines is made payable from State and Federal vocational funds.

4. State's share in the support of public schools is increased from 27 per cent to 33.7 per cent. Appropriation is \$900 per census teacher and \$13 per census child instead of \$750 per census teacher and \$11 per census child as heretofore.

5. Maximum tax levy for the support of high schools in counties not having county high-school organization is raised to 20 cents per \$100 assessed valuation.

6. Support of State school administration transferred from the State general fund to the State distributive school fund.

7. American history, civil government and history of Nevada required in the schools, and special times must be set aside for patriotic exercises each week. American flag must be flown from every schoolhouse every school day.

8. County high schools are included in the provisions of the budget law. Publication of district budgets not required where annual budget does not make necessary the levy of special district tax.

### New Hampshire.

1. No rebate on high-school tuitions shall hereafter be paid by the State.

2. The amount to be paid by the State toward the salary of a local superintendent of schools is limited to \$2,000.

3. Minimum amount to be raised by districts (\$3.50 per thousand dollars of current inventory) must be raised by all school districts. Any part of money thus raised not required for support of schools, high-school tuition, or school buildings shall be paid over to State treasurer at end of fiscal year.

4. In towns comprising more than one school district, none of the districts shall be entitled to State aid unless town or city in which it is situated would be so entitled.

5. If total demand for State aid, as shown by the approved budgets, exceeds the appropriation (\$325,000), certain districts shall be omitted from the distribution. Districts so omitted are those in which local expenditures for public education are relatively low.

6. State board may withhold from the general distribution not exceeding 5 per cent of amount appropriated for State aid and apply same to special equalization purposes.

7. Total State aid granted in any year to any district, or to all the districts of any town, shall not exceed \$6,000.

### New Jersey.

1. Form of ballot and secret method of voting provided for school bond elections.

2. Provision, on certain conditions, for the appointment by the commissioner of education of county medical inspectors.

3. Township being divided into smaller municipalities may remain by vote of the people one school district.

4. Provision for pensions for secretaries of boards of education on reaching age of 60 and after service of 35 years.



5. Provision for an additional State normal school, to be established in Hudson County.

6. Membership of 9 is discretionary with boards of education in cities with population of 45,000 or more.

7. Membership of State board of education increased from 8 to 10 and women made eligible.

8. State aid for establishment of city industrial schools shall not exceed \$20,000 in any year, instead of \$10,000 as heretofore.

9. Increase of bonding limit in city school districts from 5 to 6 per cent of valuation.

10. State board of education may employ architects for construction and repair work.

11. Janitorial employees of boards of education may become members of teachers' pension and annuity fund.

12. Salaries of assistant commissioners of education increased to \$6,500 per year.

13. County vocational school bonds may bear 6 per cent instead of 5 per cent as heretofore.

14. Bonds may be issued to the extent of \$150,000 in first class counties for the erection of parental schools.

15. More adequate initial salaries and increases in salary for clerical assistants to county superintendents.

#### NEW BIBLIOGRAPHIES ON EDUCATIONAL TOPICS.

Lists of references to literature of all the principal topics in education may be obtained in mimeographed form on application to the Commissioner of Education, Washington, D. C. The lists are prepared in the library division of the bureau and are frequently revised. New lists have recently been prepared on the following topics: Continuation schools; delinquent children; English—teaching to foreigners; exceptional children; Federal aid to education; French language—study and teaching; illiteracy; Latin—teaching; nature study; pageants; psychological tests; religious education; teachers' certificates; teachers—improvement in service; vocational guidance.

An "Inter-Varsity Association of Students of Great Britain and Ireland" was recently formed at a conference at Birmingham University. Thirteen universities were represented. The need for such an association had arisen through the decision of the International Confederation of Students, which met this year at Prague, that only delegates from a national association of universities could have a voice in the administration of the confederation.

#### PORTABLE HOUSES FOR RURAL SCHOOLS.

Portable schoolhouses may solve Montana's problem of shifting rural school population. In certain sparsely settled districts, crop failures during the past few years have caused homesteaders and ranchers temporarily to leave their places of residence. Some schools in the deserted regions lost so many pupils that they were closed.

To avoid financial loss in building schools that may have to be closed after a short while, school boards in various sections of rural Montana are making inquiries as to the use of the portable schoolhouse. Lumber camps in western Montana have been using them for some years, and a few have been built for schools. They make it possible to keep the school located in the center of the school population. This is an advantage in districts where it is evident that the homes are not likely to be permanent for several years at least.

#### VOCATIONAL EDUCATION PROGRESSING IN MAINE

Backwoodsmen attend vocational night schools in Portland, Me., some of them walking 7 and 8 miles to attend the classes. There are now 26 schools in Maine giving vocational agriculture, 87 home economics, and 65 industrial work, besides 70 evening and Americanization schools. Vocational education in the State has grown from making small things to building houses, machines, and automobiles. Boys of the Dexter High School have built a new shop for their vocational work. The number of centers where the State department carries on extension courses for industrial teachers will be doubled soon to meet the demands.

#### PUBLIC SCHOOL FOR HOSPITAL PATIENTS.

Children in the Orthopedic Hospital of Seattle, Wash., are taught, notwithstanding their disabilities. A small group of children, some with crutches, others in wheeled chairs, gather about the bed of one child to receive instruction according to the needs of the group. There are several such groups because of the varying needs of the children who are in the different wards.

Many of the children receive their first contact with public schools in this way. Several 10-year-olds have had their first lessons in reading. Last year 90 pupils were enrolled in classes during the year, 41 being the maximum number for any one month.

#### MINNEAPOLIS STUDENTS IN COMIC OPERA.

##### Raise Sunken Barges for Stage—Scene Painting and Electric Work Done By Pupils.

The West High School glee club and orchestra, of Minneapolis, consisting of 120 members, will give the comic opera "Pinafore," in June, on a battleship stage on the south shore of Lake Calhoun. The net proceeds for these concerts will be used toward buying a pipe organ for the West High School. The stage consists of four barges which were lying at the bottom of the lake, but have been pumped out by the members of this organization and repaired so as to make an excellent stage. The orchestra will be seated on a sunken barge which rises up about 4 inches out of the water. The park board of the city has given the use of land and water, together with seats for 5,000 people.

Every part of the scenery has been painted by students of the school. The electrical effects have been worked out by the student electricians. Every dance, every action, every entrance and exit, together with all activities, has been done exclusively by students.

#### SOCIOLOGICAL PROBLEMS AT CLOSE RANGE.

College girls will go into unskilled labor jobs in Denver, Colo., this summer to investigate the life and problems of the working girl. Sixteen students of Kansas and Colorado colleges, representing the Young Women's Christian Association, will work in laundries, 5 and 10 cent stores, packing houses, garment factories, candy and cracker factories, and in domestic service in private homes. To make the experiment fair, the girls will pay all their expenses from what they earn at their industrial labor.

A few of the young workers will get their places through the Y. W. C. A., but most of them want the experience of hunting their own jobs. Through members of the advisory council representing the churches of Denver, the girls will be given an opportunity to see different social agencies at work, such as the various charity organizations, the police court, the juvenile court, the women's protective league, organized labor groups, city courts, and recreational halls.

Pupils' savings in the Memphis School Savings Bank amount to \$1,548.49. Of 26,208 pupils in the schools, 16,036, or 61.1 per cent, have opened accounts.

## RURAL PROBLEMS IN NORMAL SCHOOLS.

### Weakness of Rural Schools the Greatest Drawback to Country Life—Causes and Remedies.

By L. D. BORDEN, *State Supervisor of Rural Schools for Texas.*

[Address delivered at Huntsville, Tex., before the Conference on Rural Education.]

When the report of the Rural Life Commission appointed by President Roosevelt was published in 1910, the attention of the public was drawn to the serious defects and unsatisfactory conditions then prevailing in rural life. Much study and research have since been devoted to the problem, and many efforts put forth by governmental and quasi public organizations in the attempt to diagnose the condition and apply an effective remedy. The problem is three-sided—there is the economic, the social, and the educational phase—and there are three outstanding hills of difficulty about which cluster all the minor entrenchments.

#### Cityward Trend.

The most prominent of these, and possibly the most serious, is the cityward trend—the continual increase in the per cent of urban population and the constant decrease in the rural—the steady drift to the towns and cities of the brightest and sturdiest of the youth of the land. When the best blood and brains of the country are constantly being taken to the city, leaving behind the weaker and less active and ambitious, no one can doubt the inevitable result of biological degeneration.

The remedy is to be found in the accurate determination of the conditions producing this cityward trend and the subsequent betterment of these conditions. On the economic side, small income and low wages are driving many away from the farm. Long hours of hard labor, with lack of household comforts and conveniences and with no wholesome recreation or community social life, is sufficient cause for the dissatisfaction of many others, while dearth of educational opportunities for his children has been the all-sufficient reason assigned by many a fairly prosperous farmer for his oftentimes unhappy move to town.

#### Farm Tenancy: Absentee Landlordism.

The second major phase of the problem is the farm tenant and the absentee landlord. On the part of the tenant, lack of an abiding interest in the farm

or in its preservation, little or no responsibility either as a citizen or as farmer, inability or indisposition to accumulate property or even comforts for his family; on the part of the absent landlord, a selfish indifference to the welfare of the tenant, a constant disposition to resist any movement for the betterment of rural conditions which might involve an increase in taxes, a consuming desire to get as much "rent" and spend as little money on the farm as possible.

This phase of the problem is one that demands the earnest consideration of the most patriotic statesmen of the State and Nation.

Better farming, with better remuneration and under better living conditions, must be provided.

#### The Little Country School.

The third mountain of difficulty, and by many considered the highest, is the little one and two room country school, in many cases growing smaller year by year as the patrons have moved to other sections or to the towns. These schools of short term, often with most meager and unsuitable equipment and taught by young men and women of little training and no vision of the tremendous needs and possibilities of the rural community, are providing only the bare tools of an education. Burdened with a traditional course of study that was originally designed as academic preparation for the "learned" professions, the country school has done little to prepare its pupils for participation in rural life.

The old-time teacher (which includes 90 per cent of those now in service) limits his tasks to the four walls of the schoolroom. He teaches the few traditional subjects in the same old dreary way, and has not been taught to see that the scope of the work to be done by the public school has greatly widened as it has been required more and more to function in the preparation for good citizenship of all the children of all the people. Teaching a child to read and write and cipher, with a little grammar, geography, history, and physiology thrown in as "cultural studies," certainly does not prepare our farm youth for living a remunerative, wholesome, and contented life on the farm.

The entire country is slowly awakening to a realization that the old traditional course of study does not fit the boy and girl for life's duties and responsibilities, and that a school which is only a place for "book learning" and has no interest nor concern in the home life of the pupils nor in general community welfare is a miserable and deplorable failure, and justly deserves the ill support, neglect,

and indifference which it has so often received.

#### What Rural Education Should Include.

First, the human element—what is necessary for the health and happiness of the farmer and his wife. Second, preparation for good citizenship, including respect for law and the rights of others, obedience to law, truthfulness and honesty, patriotism, cooperation, and sociability. Third, such ideals and information as will prepare the boy for making a good living out of the soil.

This would teach improved methods of cultivation and soil preservation, enabling him to make larger crops and at less cost; also, how to organize and cooperate for marketing his crop at a fair profit.

An education that will enable the farmer to keep books on the costs of his produce and to sell his cotton at a profit is worth vastly more than one which ends with the ability to parse a complex sentence from *Paradise Lost* or solve a difficult imaginary problem by algebra or geometry.

The cities and the Federal Government are alive to the value of vocational training, and are offering in grammar schools and high schools that which connects the home, the school, the shop, and the farm; but the country school continues to provide the cheapest form of "book education," worth just about as little as its costs.

Farm mechanics, domestic science, household economics, dressmaking, nursing, care of the sick, personal hygiene, gardening, and the elements of agriculture should be taught by demonstration in every rural school.

But only here and there in a few widely scattered communities will one find in Texas a rural school with a teacher who is attempting to meet these wider responsibilities and to connect the school and the farm.

And yet if the rural community is ever to make progress toward solving its economic and social problems, if the three-sided interest of the farmer and his wife is ever to be fairly considered, if farm life is ever to be made remunerative, wholesome, and attractive, the country teacher must be prepared and trained to lead.

The Federal Government, through the Bureau of Education and the Department of Agriculture and the extension service of the agricultural and mechanical colleges, has undertaken its part of the great work, and already accomplished a great service to the farmers through the county farm and home-demonstration agents, the boys' and girls' clubs, and the



various adult organizations which offer relief and benefit to the farmer.

Only the school and the church are lagging behind.

#### Qualifications of the Rural Teacher.

What, then, must be the qualifications of this new race of rural teachers who must be trained and prepared for leadership in the struggle for a prosperous and contented rural civilization?

I would answer that the preparation, the training, and the ideals which the rural teacher must have should be based upon the knowledge which the farmer and his wife ought to possess and the ideals that pertain to such a rural civilization.

The country teacher should have, first, scholarship and training equal to that of the teacher of a good elementary school anywhere; second, training and knowledge specifically adapted to prepare them for their particular tasks. This will include the vital problems in rural life—farm and home economics, improved methods of cultivation and soil preservation, of animal and plant breeding, the organization of cooperative and community welfare associations, farm accounting, farm mechanics, gardening, school music, supervised play, personal hygiene, and home sanitation. But back of it all, as a predominating motive and inspiration to the prospective teacher, will be the vision of the greatness of the field and the opportunity that lies ahead, a recognition of the call to service and leadership, and the splendid reward that awaits an unselfish devotion to this cause.

#### Where Will Teachers Get the Rural Preparation?

Where, indeed, if not in our State normal schools? The training of rural teachers is a proper function of the normal schools, but more than 50 per cent of the normal schools of the country have not yet discovered that a difference should be made in the courses in preparation for rural-school work from those for other schools, as well as a difference in the character of the practice work. But progress has been made.

In response to the increasing educational interest in rural economies and sociology, some recognition is now given to this long-neglected need of special preparation for rural-school teaching by the State normal schools of Texas. No separate department of rural education has yet been provided, but each normal school now offers a rural-school curriculum of courses taught in the departments in which the subjects belong, which curriculum is more or less differentiated from that provided for teachers of intermediate grades in town and city schools.

The viewpoint of a normal school in another southern State may be seen in the following statement from its president:

"As nearly 63 per cent of our population is rural, and as about 85 per cent of our people come from the farms we have felt it our duty to send 85 per cent of our graduates back into the country to teach country children. This means that our whole course of study is built with a view to making good country-school teachers, as well as making efficient graded-school teachers. We require the completion of a four-year high-school course for admission and we give two years' normal training. We have a model school in the town and a three-room school in the country that we use for observation and practice purposes. Our country school is a real rural school, located in the country, surrounded with the spirit of country life."

So long as the rural communities are supplied with teachers whose preparation and training are inferior to those of the city, we shall never realize the equality of opportunity for all the children in the State or Nation. Democratic public-service ideals forbid any State normal school, supported by all the taxable property of the State, to concentrate its activities and consequent expenditures upon the needs of urban teachers. Country patrons and country property amounting to more than two-thirds the total in this State, have only to ask intelligently and persistently in the court of public opinion to obtain recognition and service by all the State normal schools.

#### SCHOOL OF PAN AMERICAN COMMERCE.

The School of Pan American and Foreign Commerce will hold its second session, June 20th to July 30th, 1921, in the Columbus room of the Pan American Union Building, in the city of Washington.

Instruction will be given in markets, distribution, transportation, marine insurance, salesmanship, document technique, foreign exchange, Spanish, Portuguese, and many other subjects. The governing board of the Pan American Union, officials of the Department of Commerce, and others interested have placed the necessary facilities at the disposal of the members of the school.

Only a limited number of students can be accommodated. The school is not conducted for profit, and the tuition charged is only what is necessary to meet the actual expenses of the school.

#### VOCATIONAL EDUCATION BOARD NEEDS TEACHERS.

**United States Civil Service Commission Conducts Examinations to Determine Fitness—Oral Examinations May Be Required.**

Wanted: Educational directors, \$1,800 to \$2,400 a year; and teachers, \$1,000 to \$2,400 a year. The United States Civil Service Commission announces open competitive examinations for these positions under the Federal Board for Vocational Education, for duty at Public Health Service hospitals.

At each training center a director will be stationed whose duties will correspond to those of a principal or director of a school offering a large variety of work in elementary, secondary, and trade-school subjects. The requirements for the position of director are (1) graduation from a standard college or university, or a normal course of not less than two years with at least two years of college work; (2) in addition, at least two years' experience as principal of a standard eighth-grade school or of a high school or superintendent of schools, or one year's experience in a responsible position in reconstructional educational service.

Teachers are required for (a) high-school subjects (science, mathematics, or English), (b) commercial subjects, (c) technical subjects, (d) agriculture, (e) trade and industrial subjects. The requirements are appropriate to the subject to be taught.

Applicants may be required to report in Washington, D. C., or elsewhere for oral examination to determine their personal characteristics and address, tact, judgment, adaptability, and general fitness.

Complete information and application blanks may be obtained on application to the United States Civil Service Commission, Washington, D. C., or to the secretary of the United States Civil Service Board at Boston, New York, New Orleans, Honolulu, Philadelphia, Atlanta, Cincinnati, Chicago, St. Paul, Seattle, San Francisco, Denver, St. Louis, Balboa Heights, C. Z., or San Juan, P. R.

A compulsory education law has been passed in Peru. The law makes instruction obligatory for boys and girls between the ages of 6 and 14 years. Parents and guardians are obliged to prove that minor children in their charge have received the instruction proper to their ages in authorized public or private schools. Government schools will give free instruction, including the necessary books, etc.

## KENTUCKY COMMISSION INSPECTS UNIVERSITIES.

**Report Shows That University of Kentucky is Insufficiently Equipped—Greater Appropriations Are Urged.**

A commission composed of 25 citizens of Kentucky recently made a careful study of the university of that State, and then spent a week in inspecting the State universities of Ohio, Indiana, Wisconsin, and Illinois. The board of trustees of the University of Kentucky selected the members of the commission and paid the expenses of the journey.

When the tour was ended, the commission made a report comparing the University of Kentucky with the other universities they visited, showed the disadvantages under which their own institution is laboring, and urged its development at least to the point of equality with like institutions of neighboring States.

### Should Equal Other Universities.

The development of Kentucky industrially, agriculturally, and educationally depends in no small measure upon the maintenance of a high-grade State university where the youth of the State may have educational advantages equal to the best, the commission assert in their report. For years the University of Kentucky has been in the rear of the procession. The time has come for a step forward, the more so because Kentucky can not advance as far as it should unless there is turned back into her population a steady flow of young men and women who have had training in business and professional fields.

From the survey of these universities, the commission found a great variation in the character of work done and the funds provided for carrying it out.

### Variations in Appropriations and Work.

For the year ending July 1, 1921, a tax of \$2,000,000 was levied for Ohio State University; for Purdue, \$900,000; Wisconsin, \$3,000,000; Illinois, \$2,500,000; and Kentucky, \$400,000. The legislatures of the States of Ohio, Indiana, Illinois, and Wisconsin during their present sessions have materially increased the figures given above for the coming biennium so that these institutions will have their States increases varying from 30 to 60 per cent.

Kentucky excels these States in natural resources and the commission is of the opinion that their superior industrial and agricultural development is largely traceable to the intensive training provided for their citizens by the excellently equipped State institutions.

Compare their university budgets with that of Kentucky. Indiana with an assessment roll of five billions, 100 per cent valuation, plans placing a million and a half at the disposal of Purdue and a like amount for the University of Indiana. Wisconsin, with the same area as Kentucky, practically equal population, and with \$2,500,000,000 upon its assessment roll as compared with Kentucky's two billion and a quarter, freely furnishes more than seven times the amount for university work. Wisconsin expends \$1.14 per capita; Indiana, \$0.70; Illinois, \$0.38; and Kentucky, \$0.14. Illinois has already invested \$9,000,000 in its plant; Ohio, \$7,000,000; Wisconsin, \$9,000,000; Purdue, \$2,400,000; and Kentucky, \$1,250,000.

### Commission Urge Larger Appropriations.

With the exception of a shop erected during the war from Federal funds, no new construction has been carried out during the past 10 years at the University of Kentucky, while these institutions just to the north have new modern buildings and contemplate further construction at once. Purdue will have in the next two years \$1,200,000 for buildings and the other institutions in proportion. With a growth of 250 per cent in the student body in the University of Kentucky in 10 years, the floor area for instruction purposes has increased but 3 per cent.

Practically in every field of education these institutions eclipse the University of Kentucky. The buildings of our own institutions are inadequate and old, the equipment insufficient, and the farm lands for agricultural, experimental, and instructional purposes meager in acreage, the report of the commission continues.

The presidents of the institutions and the deans of the agricultural colleges visited concurred in the view that agricultural instruction and demonstration required not less than 1,000 acres. This judgment was reached after long experience. Kentucky has only 240 acres at the university now owned. In the matter of engineering and laboratory equipment the needs are equally great.

## SPECIAL CLASSES FOR DEFECTIVES.

Retarded and nervous children receive special training in Harrisburg, Pa., where four schools maintain classes for them. Some of these children are so feeble-minded that the teacher must direct even their eating. Seventy-two pupils attend the special classes, and the work of each pupil is chosen according to his particular ability. Among the activities are chair caning, brush making, basketry, and plain sewing.

## NATIONAL CONFERENCE ON CHILD LABOR.

**Rights of Country Children Will be Emphasized—Labor on Farms Interferes With Schools.**

Reports of recent rural investigations by the National Child Labor Committee will be presented by members of the staff at the Sixteenth National Conference on Child Labor, to be held at Milwaukee, Wis., June 24, in conjunction with the National Conference of Social Work. The general topic of the meeting will be "Fair Play for the Country Child."

The principal speakers will be Dr. Felix Adler, founder and senior leader of the Society for Ethical Culture of New York and professor in Columbia University; Prof. E. C. Lindeman, of North Carolina College, field secretary of the American Country Life Association; Charles E. Gibbons and Sara A. Brown, both of the field staff of the National Child Labor Committee. Owen R. Lovejoy, secretary of the National Child Labor Committee, will preside.

Conditions of child employment in certain highly industrialized forms of agriculture, such as beet raising and onion culture, will be described. The right of country children generally to a good schooling and to plenty of wholesome play and recreation will be emphasized.

### Labor Interferes With Attendance.

The conspicuous feature of rural child labor, says the committee, is its interference with school attendance. The average school term in the United States is 140 days, while the city term is 180 days. Of every hundred children enrolled in city schools, the daily attendance is 80, while of every hundred enrolled in rural schools only 68 are in daily attendance. So that for every hundred days of schooling received by the average city child, the average country child gets only 65.

Studies made by the National Child Labor Committee show that child labor on farms and ranches causes as much absence from school as illness, bad weather, bad roads, distance of home from school, and indifference of parents or children all combined—and sometimes even exceeds the absences caused by all these other factors.

Hot drinks at 3 cents a cup are served to pupils who bring their lunch at the consolidated school in Ridgefield, Conn. A fund has been provided to furnish a hot drink to the undernourished who can not afford to pay for it.